



Relationships & Sex Education

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Agreed by Headteacher:	N Anderson
Agreed by Management Committee:	



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This Relationships and Sex Education Policy has been written with reference to:

1. [Relationships Education Relationships and Sex Education RSE a and Health Education.2021](#)
2. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Introduction

Relationships and Sex Education (RSE) is lifelong learning about social, emotional, moral and physical development. It is about the teaching of growing up, puberty, relationships, sex, human sexuality and sexual health. A programme of RSE provides children with accurate information about the body, reproduction, sex and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

The provision of quality RSE helps to create a safe school community where pupils can grow, learn and develop positive healthy behaviours for life. It enables pupils to build confidence in accessing services if they need help and advice. Quality RSE promotes a better understanding of diversity and inclusion, and a reduction in gender-based and homophobic prejudice, bullying and violence.

It is also about the understanding of the importance of giving children the essential skills for building positive, enjoyable, respectful and non-exploitative relationships. RSE also enables children to learn ways to stay safe, both on and offline. We live in a digital world where technology is changing at a tremendous pace. The need to protect children from inappropriate online content, cyber-bullying and exploitation is a growing concern.

Some aspects of RSE are taught through Science, and others are taught as part of personal, social, health and economic education (PSHE). RSE is **not** about the promotion of sexual activity. It is essential for the following reasons:

- Children have a right to good quality education.
- Children need to be prepared for their emotional, social and cultural development, and RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE plays a vital part in meeting the Primary PRU's safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation to promote their pupils' wellbeing and to prepare children for the challenges, opportunities and responsibilities of adult



life. It involves a combination of sharing information, and exploring issues and values.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Leicester City Primary PRU we teach RSE as set out in this policy.

Aims and Objectives

The aim of the Primary Pupil Referral Unit's RSE is to provide pupils with developmental and age appropriate information, to explore attitudes and values, and to support pupils in developing skills that will empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships and Sex Education are:

- To promote a partnership between home and school.
- To ensure that children's views are actively sought to influence lesson planning, teaching and assessment
- To provide a framework in which sensitive discussions can take place
- To start early and be relevant to pupils at each stage in their development and maturity, including using the correct vocabulary to describe themselves and their bodies
- To be taught by people who are trained and confident in talking about sensitive issues such as puberty, health, hygiene, healthy/unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender, identity, sex and consent.
- To provide the knowledge and information to which all pupils are entitled
- To help pupils' develop respectful attitudes, values and life skills (language, decision making, choice, assertiveness, confidence and empathy).



- To cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communications skills, and accessing support services.
- To help pupils understand on and offline safety, consent, violence and exploitation.
- To provide medically and factually correct information, and treat sex as a normal and pleasurable fact of life.
- To be inclusive of differences: gender, identity, sexual orientation, disability, ethnicity, culture, age, faith/belief or other life experience.
- To help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- To teach pupils about the law and their rights to confidentiality even if they are under 16, linking in with school-based and community health services.
- To promote equality in relationships, to recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To ensure whole school coverage of the PSHE Framework, given as non-statutory guidance in the National Curriculum 2014, including Relationships and Sex Education through an appropriate programme.
- To ensure that all staff have the necessary skills, confidence, knowledge and resources in order to deliver effective SRE & PSHE.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To liaise with other professionals, eg School Nurse, where needed to support the implementation of the policy.
- To bi-annually lead on reviewing and updating the PSHE policy.
- To bi-annually lead on reviewing and updating the RSE policy.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support Relationships and Sex Education, is doing so in line with the school's RSE Policy, and other relevant school policies.
- To deliver RSE in a sensitive manner and model positive attitudes towards RSE.
- To contribute to the evaluation of the programme.



- To assess children's progress against the agreed learning outcomes.
- To communicate with parents/carers when appropriate or necessary, including responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff **do not** have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The Headteacher has the following responsibilities:

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Management Committee has the following responsibilities:

- To ensure that a current RSE policy is in place is available for inspection which is in line with the DfE RSE Guidance Sept 2021, and to hold the Headteacher to account for its implementation.
- To ensure that parents have access to the policy.
- To ensure that RSE is taught in the context of current relevant legislation including the Equality Act 2010.
- To ensure that a current PSHE policy is in place and is available for inspection.
- To ensure that the programme and policies reflect a whole school approach.

The Management Committee has delegated the approval of this policy to the Performance and Standards Sub-Committee.

Parents' Right to Withdraw

Parents' **do not have** the right to withdraw their children from relationships education.

Parents' **have** the right to withdraw their children from the non-statutory and non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.





Curriculum Provision

Year 1

PSHE Programme of Study

Core Theme 1: Health and Wellbeing

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Keeping Clean

Pupils should be taught to understand basic hygiene principles.

- Know to keep clean and look after yourself

Growing and Changing

Pupils should be taught to begin to understand the concept of growing and changing.

- simple life cycle of humans (babies-children-adults)

Families and Care

Pupils should explore different types of families and who to ask for help.

- Know that there are different types of families
- Know which people we can ask for help



Year 2

PSHE Programme of Study

Core Theme 1: Health and Wellbeing

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Science Attainment Targets

- notice that animals, including humans, have off spring which grow into adults

Differences

Pupils should be taught to know the difference between boys and girls.

- Identify and discuss gender stereotypes
- Identify differences between males and females
- Identify differences between male and female animals
- Introduce simple life cycle and understand new life needs a male and a female

Naming Body Parts

Pupils should be able to describe the physical differences between male and females

- Name the body parts



Year 3

PSHE Programme of Study

Core Theme 1: Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Core Theme 2: Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

Differences

Pupils should be recapping the differences between males and females.

- Know some of the similarities and differences between males and females
- Naming the body parts using agreed words

Personal Space

Pupils should understand the importance of personal space.

- Identify types of touch that people like/dislike
- Discuss importance of personal space
- Discuss how to deal with unwanted touch

Different Families

Pupils should be able to explore different types of families.

- Understand who to go for help



Year 4

PSHE Programme of Study **Core Theme 1: Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

Science Attainment Targets

- describe the changes as humans develop to old age

Growing and Changing

Pupils should explore the human life cycle.

- Describe the main stages of the human life cycle
- Describe the physical changes that happen when a child grows up

What is Puberty?

Pupils should be taught basic facts about puberty.

- Know some of the changes which happen during puberty

Puberty: Changes and Reproduction

Pupils should begin to understand how puberty is linked to reproduction.

- Know the physical and emotional changes that may occur during puberty
- Understand that children change into adults so they are able to reproduce



Year 5

PSHE Programme of Study

Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

Core Theme 2: Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

Science Attainment Targets

- describe the changes as humans develop to old age

Talking about Puberty

Pupils should explore the emotional and physical changes occurring in puberty.

- Explain the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence

Male and Female Changes

Pupils should understand male and female changes in more detail.

- Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes

Puberty and Hygiene

Pupils should explore the impact of puberty on the body and the importance of hygiene.

- Explore how to keep clean during puberty
- To know how to get support during emotional changes



Year 6

PSHE Programme of Study **Core Theme 1: Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

Core theme 2: Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them

Puberty and Reproduction

Pupils should consider puberty and reproduction.

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence

Understanding Relationships

Pupils should consider emotional and physical behaviour in relationships.

- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate

Conception and Pregnancy

Pupils should explore the process of conception and pregnancy.

- Describe decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception

Communicating in Relationships

Pupils should explore positive and negative ways of communicating in a relationship.

To have considered when it is appropriate to share personal/private information in a relationship

To know how and where to get support if a relationship goes wrong

As well as through PSHE lessons, sex and relationships education is taught through other subjects, eg human body in Science or e-safety in Computing.



- Science teaches about the biological facts relating to human growth, puberty and reproduction. It may also include teaching about contraception and STIs.
- Computing teaches about online safety and whilst it is important to teach that the internet and social media are important resources for learning and information, the risks and how to stay safe online also need to be taught.

A whole school approach will be used to implement the program. This RSE policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development including our Behaviour Policy, Anti-Bullying Policy, PSHE and Citizenship Policy and the Equality, Diversity and Cohesion Policy.

Teaching and Learning

At the Primary Pupil Referral Unit every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special educational needs, or if they are disadvantaged or looked after children. We do this by setting suitable learning challenges and responding to each child's different needs. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teaching and resources will be differentiated as appropriate in order for children to have full access to the content of Relationship and Sex Education. Assessment against the Learning Outcomes allows us to consider each child's attainment and progress. Relationships and Sex Education is taught by class teachers, behaviour mentors, teaching assistants and if appropriate, outside visitors such as the school nurse.

We enable pupils to have access to the full range of activities involved in RSE. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We use a range of teaching and learning styles to provide a broad and balanced education to all children, which enables all pupils to make progress. We place an emphasis on active learning by including the pupils in discussions including the use of ICT and videos, circle time, drama and role play, and looking at case studies.

We organise groups in such a way that pupils are able to participate in discussion to resolve issues or set agreed classroom rules or behaviour. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. An



anonymous question box can be used as a distancing technique. Relationship and Sex Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. Staff will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Parental consultation

The Primary Pupil Referral Unit informs parents when aspects of the Relationship and Sex programme are taught and provides opportunities if requested for parents to view the videos and resources being used.

Parents have the right to withdraw their children from all or part of Relationship and Sex Education, excluding sex education included in National Curriculum Science, and so alternative work would be set.

However this rarely happens, and by working in partnership with parents they recognise the importance of this aspect of their child's education.

Child Protection, Safeguarding and Confidentiality

Teachers need to be aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue which should be handled sensitively. A member of staff cannot promise confidentiality if concerns exist.

All staff members must inform the Headteacher or Designated Safeguarding Leads of any safeguarding concerns using the form which is available in the staff room and offices. The concerns will be addressed using the LA procedures for child protection.

Any issues or points raised by pupils, parents or visitors that staff feel may be controversial or a possible breach of confidentiality should be shared with the Headteacher or a member of the Senior Leadership Team.

Resources

Resources for Relationships and Sex Education, along with additional PSHE resources, are either kept in the classrooms or centrally stored in shared areas. All staff have access to resources on the school shared drive. Where appropriate visitors, such as the School Nurse, may bring additional resources to support teaching and learning.



Links to other Policies

This policy does not stand alone and should be read in conjunction with the following policies:

- Teaching and Learning
- PSHE & Citizenship
- Child Protection & Safeguarding
- Behaviour
- Anti-Bullying
- Equality, Diversity & Cohesion
- E-safety & Acceptable Use

Monitoring and Review

The teaching of Relationships and Sex Education is monitored and evaluated through:

- Classroom observation by the PSHE Co-ordinator and Senior Leadership Team.
- The scrutiny of planning by any of the above.
- The scrutiny of children's work by any of the above.
- The PSHE Co-ordinator and Senior Leadership Team to support colleagues in the teaching of RSE by giving information about current developments in the subject, and by providing a strategic lead and direction for the subject in school.
- All staff being responsible for evaluating strengths and weaknesses in the subject, indicating areas for further development and implementing change if required.

Appendices

- 1 - End of KS2 expectations
- 2 - Parents right to withdraw form
- 3 - Associated resources

Appendix 1: By the end of primary school pupils should know

Topic	Pupils should know
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<p>Families and people who care about me</p>	<ul style="list-style-type: none">● That families are important for children growing up because they can give love, security and stability● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none">● How important friendships are in making us feel happy and secure, and how people choose and make friends● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



<p>Respectful relationships</p>	<ul style="list-style-type: none">● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs● Practical steps they can take in a range of different contexts to improve or support respectful relationships● The conventions of courtesy and manners● The importance of self-respect and how this links to their own happiness● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help● What a stereotype is, and how stereotypes can be unfair, negative or destructive● The importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p>	<ul style="list-style-type: none">● That people sometimes behave differently online, including by pretending to be someone they are not● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met● How information and data is shared and used online



Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources
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Appendix 2: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			



Any other information you would like the school to consider	
Parent/carer signature	

To be completed by the school	
Agreed actions from discussion with parents	

Appendix 3: Associated Resources

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, DfE Sept 2021](#)

[Sex and Relationships Education \(SRE\) for the 21st Century, PSHE Association](#)

Crown Prosecution Service (CPS) guidance on the Statutory Definition of Consent, and the CPS Sexual Offence Factsheet
http://www.cps.gov.uk/news/fact_sheets/sexual_offences

PSHE Association guidance on the teaching of consent
<http://www.pshe-association.org.uk/consent>

Child Exploitation and Online Protection (CEOP) resources
<http://www.ceop.police.uk>



Further information about female genital mutilation (FGM)

<http://www.forwarduk.org.uk>

Home Office resource 'This is Abuse'

<http://thisisabuse.direct.gov.uk>

Sex Education Forum briefing on addressing healthy relationships and sexual exploitation within PSHE

http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf

Traffic Light Tool to help professionals assess whether children and young people's sexual behaviours are healthy or unhealthy

<http://brook.org.uk/traffic-lights>

The Against Violence and Abuse Project provides further information, advice and guidance

<http://www.avaproject.org.uk>

Race Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse

<http://www.rapecrisis.org.uk>

Sex Education Forum e-magazine on teaching about pornography

<http://sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

Information on pornography and sexting from Big Talk Education 'Growing Up Safe'

<http://bigtalkeducation.co.uk/resources-for-primaries.html>

NSPCC resources for children to get help about sexting

<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>